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ABSTRACT

A study was conducted at Green River Community College (GRCC) in Washington to assess the effectiveness of policies requiring students on academic probation to formally apply for reinstatement before continuing their studies. The study's experimental group consisted of those students who were placed on academic probation during Fall 1975 and who were required to apply for reinstatement. The control group was made up of students who, during Fall 1976, would normally have been placed on probation, but, because of a computer failure, were not notified of their probation status and did not have to apply for reinstatement. Transcripts for students in both groups were analyzed to identify statistical differences between the two groups with respect to: (1) persistence into the Winter and Spring quarters; and (2) classes attempted, credits attempted, credits earned, and grade point averages earned for the Fall quarters during which the students were placed on probation and for the subsequent Winter and Spring quarters. Summary findings, which revealed no significant differences between the groups for any of these measures of academic achievement, did not support the hypothesis that GRCC's reinstatement procedure improved student performance. The study report reviews relevant literature and details statistical findings. (JP)

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STUDY OF THE EFFECTS OF THE REINSTATEMENT
PROCESS ON ACADEMICALLY SUSPENDED
STUDENTS AT GREEN RIVER
COMMUNITY COLLEGE

BY

ROBERT G. AUBERT, M.S.

GREEN RIVER COMMUNITY COLLEGE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

A STUDY OF THE EFFECTS OF THE REINSTATEMENT PROCESS ON ACADEMICALLY SUSPENDED STUDENTS AT GREEN RIVER COMMUNITY COLLEGE

BY

ROBERT G. AUBERT

The purpose of this study was to assess the effects of the reinstatement process on academically suspended students at Green River Community College (GRCC). The investigator sought to determine if the reinstatement process caused a significant positive alteration in student performance as measured by persistence, classes attempted, credits attempted, credits earned, grades NC-W, and GPA.

A Pre-Post Group Design was used for this study. The Experimental Group was an intact group of those students placed on academic suspension fall quarter, 1975, that applied for reinstatement and were reinstated for winter and spring quarters of 1976.

At the conclusion of fall quarter, 1976, there was a computer problem that prevented the retrieval of names of students on academic suspension. As it was not possible to notify students of academic suspension until later into winter quarter, the academic suspension and reinstatement process was not utilized. The Control Group was an intact

group of those students that would normally have been placed on academic suspension fall quarter, 1976, that reinstated themselves by enrolling and attending winter and/or spring quarters of 1977.

Five null hypotheses were advanced to test the effect of the reinstatement process on suspended students. None of the null hypotheses were rejected at the 0.01 level of confidence. Data analysis showed no significant difference in the means of the two groups for each area studied, after the Experimental Group participated in the formalized reinstatement process, while the Control Group did not participate in the formalized reinstatement process.

Data analysis further showed that only thirty-eight percent (38%) of those students suspended and notified of this suspension by letter applied for and were reinstated fall quarter, 1975. Because of the computer problem fall quarter, 1976, students were not notified of their suspension. Fifty percent (50%) of this group returned to school at GRCC for winter and/or spring quarters. The conclusion was drawn that a letter informing students that they have been suspended and must apply for reinstatement tends to keep students from returning to school.

It was recommended that the scholastic regulations be modified so students having academic difficulty not be placed on probation or be suspended. It was further recommended that students be made aware of available college services that might help them achieve academic success.

The primary recommendation was that the College provide facilities and funds to develop and operate an "Academic Achievement Center."

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INTRODUCTION

It was the intent of this practicum to conduct a study that assessed the effects of the reinstatement process on academically suspended students at Green River Community College (GRCC). The purpose of the study was to provide valid evidence for the Reinstatement Committee at GRCC regarding the effect its process had on suspended students. The results provided the Reinstatement Committee a basis for reassessment of its policies, procedures, and function (reinstatement process,) so that both sound reinstatement decisions and workable rehabilitation programs can be formulated. This will help the Reinstatement Committee develop a reinstatement process that will realistically assess the academically deficient student meet his/her educational goal.

The general hypothesis tested was that the reinstatement process caused a significant positive alteration in student performance as measured by persistence, classes attempted, credits attempted, credits earned, grades NC-W, and GPA.

A Pre-Post Group Design was used for this study. The Experimental Group was an intact group of those students placed on academic suspension fall quarter, 1975, that applied for reinstatement, and were reinstated for winter and spring quarters of 1976.

At the conclusion of fall quarter, 1976, there was a computer problem that prevented the retrieval of names of students on academic suspension. As it was not possible to notify students of academic suspension until late into winter quarter, the academic suspension and reinstatement process was not utilized. The Control Group was selected from those students that would have been placed on academic suspension fall quarter, 1976, had there not been the computer problem of retrieving the names. The Control Group was an intact group of those students that reinstated themselves by enrolling and attending winter and/or spring quarters of 1977.

Study data collected was in regards to the following categories for both Experimental and Control Groups:

1. Fall quarter classes attempted.
2. Fall quarter credits attempted.
3. Fall quarter credits earned.
4. Fall quarter grades NC-W.
5. Fall quarter GPA.
6. Winter-spring quarters classes attempted.
7. Winter-spring quarters credits attempted.
8. Winter-spring quarters credits earned.
9. Winter-spring quarters grades NC-W.
10. Winter-spring quarters GPA.
11. Persistence of students winter and/or spring quarters.

Pre-treatment homogeneity of the Experimental and Control Groups was tested in regards to:

1. Classes attempted.
2. Credits attempted.
3. Credits earned.
4. Grades NC-W.
5. GPA.

This was demonstrated by computing t scores to determine the significance of the difference in fall quarter means of the five listed categories. The results are presented in tables.

A t test of the significance of the difference between two means for independent samples was used to analyze the data. The results are presented in tables.

The following research hypotheses were tested:

1. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in the number of classes attempted winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.
2. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in the number of credits attempted winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.
3. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in the number of credits earned winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.
4. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in the number of grades NC-W winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.

5. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in GPA winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.

To analyze persistence of students winter and/or spring quarters for the two groups, percentages were computed and are presented in tables.

BACKGROUND AND SIGNIFICANCE

For generations colleges have used systems of academic probation, suspension, and reinstatement to afford students experiencing academic difficulty a second chance to succeed. Crane (1964) questions whether these processes actually motivate students toward greater achievement or in reality present the final hurdle that results in permanent dismissal. He states, "There has been a suspicion . . . that the systems were not offering a second chance to succeed as often as they were speeding the withdrawal of students." Moore (1970), in discussing the academically unsuccessful student, supports this suspicion when he points out that too often colleges "reject the awesome burden of trying to salvage students who are not 'qualified' for higher education."

The administration and faculty at Green River Community College (GRCC) have not rejected the salvage process of student academic development. Since 1965, when GRCC opened, there has been a process for working with students experiencing academic difficulties. From 1965 to 1969 this process was a function of the "Admissions Committee." In 1969, a "Reinstatement Committee" was formed to evaluate and update the process for working with academically deficient students. Dean for Students, Dr. Earl Norman (1969), stated, "This program is obviously in need of evaluation and updating because of the several changes in the College systems and programs."

Also in 1969, Dr. John Bush was hired as the Director of the GRCC Counseling Division. Due to his interest in reinstatement and his past experiences in working with students experiencing academic difficulties, Dr. Bush was appointed chairman of the Reinstatement Committee. (Norman, 1969) Dr. Bush has continued to serve as chairman of this Committee since his initial appointment in 1969.

The Reinstatement Committee is a function of the office of the Dean for Students. The Committee membership consists of twelve faculty members, three administrators, and one student. The student member is appointed to the Committee by the Associated Student Body President. The remainder of the membership volunteer their services. Of the original twelve faculty on the Committee in 1969, eight are still serving.

In early 1970, the Committee began the process of evaluating and revising the reinstatement policies. From this process evolved the current GRCC Scholastic Regulations (Appendix A).

The stated purpose of the GRCC Scholastic Regulations is "to assist students in achieving their educational goals." The purpose of the Reinstatement Committee is to aid students experiencing academic difficulties in evaluating their educational goals with the intent of achieving greater success. In actuality, the purpose of the Reinstatement Committee is to break the scholastic regulations of the institution. This

is accomplished by reinstating the academically suspended student into an educational program that will afford a better chance of achieving academic success at GRCC.

There was a need for this study to determine if the current reinstatement process at GRCC has a positive effect on the academic success of suspended students. To substantiate the need for this study Dr. Earl Norman (1978), Dean for Students at GRCC, emphasized to this writer the importance of determining what effect the reinstatement process has on students. Dr. John Bush (1978), chairman of the Reinstatement Committee, also substantiated the need for this study. He pointed out that the Reinstatement Committee must reassess its policies, procedures, and function due to the new computer program to which the College is connected. Dr. Bush stated that it is important to know the effect reinstatement has on students as a basis for assessment of the reinstatement policies, procedures, and function.

Related literature also substantiates the need for this study.

Hansmeier states,

When many are permitted to enter the competition but the standards of success are demanding, it is predictable that substantial numbers may fail. Faced with the inescapable assumption that academic failure among students will always be a part of American higher education, it is imperative that the process of readmission be subjected to critical analysis and systematic research. (1965)

Hansmeier (1965) also points out that little attention is given to the situation created by the student who encounters academic failure, is dismissed, and subsequently applies for readmission. He further states, "There is a paucity of research data regarding the post-admission achievement of college students."

Astin (1975) emphasizes that since the data regarding academic suspension and reinstatement are not consistent, the need for more research, particularly by individual institutions, on the effect of their own suspension policies, is apparent. He further states that colleges "must ensure the probation or suspension program motivates rather than discourages."

In a study of student persistence and drop-out at GRCC, Bleha (1978) states, "The results indicate that many of the existing programs and services need to be restructured and re-analyzed."

According to Blocker, Plummer, and Richardson (1965) lack of evidence on what happens to students has "been one of the major problems in the development of educational programs realistically geared to student needs." They further state that there has been a tendency to make assumptions about what programs do for students--"assumptions based on preconceived ideas which are of questionable validity."

Keeping the above discussion regarding suspension and reinstatement in mind, the purpose of this study was to test

the theory that the reinstatement process at GRCC provides a positive alteration in the performance of the academically deficient student as measured by persistence, classes attempted, credits attempted, credits earned, grades NC-W, and GPA.

REVIEW OF LITERATURE

Bissiri (1966) analyzed the records of three hundred eighty-seven students that were admitted to Los Angeles City College after academic disqualification. He found that, as compared to the total school population, these students tended to be slightly older with more males (68%). Sixty-five percent (65%) of both groups scored below the fiftieth percentile on entrance exams. He further found that the chances of success were better for the readmitted student (52%) than for the regular freshman student (45%). More students who had completed over twenty-one units before disqualification succeeded than did those who had completed less. Bissiri also found no evidence of a relationship between size of grade point deficiency and success after readmission. He found no evidence of value in the practice of requiring the student to stay out of school for a semester before readmission. Students out one semester were thirty-eight percent (38%) successful, while those allowed to continue without interruption were fifty-four percent (54%) successful.

The students over thirty were very successful after readmission (81%). Powell and Jourard (1963) found that immaturity was a primary factor in underachieving students. Bissiri, therefore, concluded that "if a student who has been disqualified from college decides after he is thirty years of age to return, he is probably mature and in four chances out of five he will be successful."

Bissiri recommended that the "open door" should "revolve" for those students meeting readmission requirements.

Basonic (1975) compared the academic progress of two groups of students at Harrisburg Area Community College that qualified for suspension. One group of students (Group 1) were those that were suspended for academic reasons for the 1972-1973 academic year, and were then readmitted after a period of one semester. In May, 1973, the Faculty Council at Harrisburg Area Community College passed a proposal to hold the suspension policy in abeyance for a period of three semesters. This was to develop a study group (Group 2) of those students that qualified for suspension but were not suspended and were allowed to immediately re-enroll.

Basonic found that students in Group 1 performed better in relation to GPA than did students in Group 2. She also found that the success (as measured by GPA) of suspended students after readmission was greater for Group 1 than Group 2 regardless of time spend out of school between suspension and readmission. Overall, eighty percent (80%) of all suspended students did not return to the college regardless of policy. Eighty-two percent (82%) of Group 1 did not return, while seventy-seven percent (77%) of Group 2 did not return. She also found that virtually all suspended students at Harrisburg Area Community College eventually drop out.

In a study sponsored by the California Coordinating Council for Higher Education (1970), data from seventy-two

community colleges were used. This represented ninety percent (90%) of the full-time students and seventy percent (70%) of the part-time students enrolled in California community colleges during 1967-1968.

Nearly half of the community college students during this year were affected by poor grades to the extent that they were either placed on probationary status or were on probationary status at the beginning of the year. The study also showed that forty-five percent (45%) of the full-time freshman students in good standing were eventually placed on probation at some time during the year. First term freshman and transfer students in their first term at the community college were placed on probation much more often than continuing students. As a group, sophomore students performed better than freshman students.

Data also showed that seventy-two percent (72%) of the entering freshman at the University of California had a high school grade point average of B+ or higher; less than two percent (2%) had a C+ or lower average. In the state colleges, forty-seven percent (47%) had a grade point average of B+ or better and only four percent (4%) had an average of C+ or lower. In the community colleges, only nine percent (9%) of entering freshman had a high school grade point average of B+ or higher, while fifty-four percent (54%) had an average of C+ or less.

The study compared these high school grade point averages with the percentage of students placed on probation or sus-

pendent during their first year. The results indicated that student performance in relation to probation and dismissal is more similar among the three higher education segments than might be expected. At the University, twenty-eight percent (28%) were placed on probation and ten percent (10%) were dismissed; thirty-two percent (32%) of state college freshman were placed on probation and eight percent (8%) were dismissed; thirty-six percent (36%) of community college freshman were placed on probation, and ten percent (10%) were dismissed.

Dietz (1970) studied the probation and dismissal policies in California community colleges. The findings showed that the major purposes of probation and dismissal are:

1. to "weed out" inadequate students
2. to "shape up" lagging students
3. to "identify" low achievers for counseling
4. to "regulate" the program of low achievers

Sixty percent (60%) of deans of admission thought that identification of the low achievers for counseling was the major purpose of the probation policy. Only seven percent (7%) thought dismissal of poor students of major importance.

Sixty-eight percent (68%) of the colleges were trying some form of a non-penalty grading system--liberalized withdrawal, credit/no credit grading, forgiveness of penalty grades, elimination of "F" grades, or replacement of penalty grades by the repetition of courses.

Dietz found that probationary students usually earned lower grades when they reduced their class load the second semester and higher grades when they carried the same class

load or increased the load. He also found no significant difference in the academic achievement of students who were absent for one semester in comparison with similar students who were in continuous enrollment.

Dietz arrived at the following conclusions:

1. California community colleges are rejecting fear of failure as a motivating factor in education and are moving toward non-punitive grading systems.
2. The limitation of the students' class load does not serve to increase his/her achievement.
3. The interruption of college for the purpose of improving student achievement cannot be statistically defended.

He further recommended that probationary policies should be designed to stimulate achievement rather than to dismiss students with academic problems. He also recommended that non-punitive grading systems are in keeping with the community college philosophy and should be encouraged.

Farrell (1973) studied the effect of an open door policy on academically high-risk students at Forest Park Community College in St. Louis. Some high-risk students were allowed to enroll in the traditional manner for almost any of the regular college courses. Other high-risk students were restricted to enrollment into the General Curriculum during their first semester. The groups were compared on ten criterion measures in determining "to what extent did the academically high-risk students who entered the General Curriculum succeed in college as compared to those who entered the college in the traditional manner?"

The General Curriculum students were significantly better than the students in the Control Group on only one of the ten criterion measures: they earned a greater number of credits proportionate to those attempted during their first semester. Students in the Control Group earned more credits toward a degree after two semesters than did the General Curriculum Group. There were no significant differences in GPA between the groups.

Farrell's major conclusion was that the General Curriculum students would not be any worse off if they were allowed to enter the college and take whatever courses they chose rather than being restricted to a special program.

Dye (1965) studied the success of the students who returned to college after being dropped because of poor scholarship. The study indentified the relative importance of several factors that may be related to the success of the reinstated student. These factors were categorized into four groups:

1. Scholastic factors
2. Activities of the student during the interim between the dismissal and readmittance.
3. The students educational and vocational goals.
4. Factors identified by the student as contributing to his scholastic record both before dismissal and after readmittance.

The sample consisted of three hundred fifty-five students who were dismissed for poor scholarship and were then readmitted to and registered for the undergraduate division of the University of Illinois. Two hundred thirteen students either withdrew during the semester of readmittance or were again dismissed at the end of that semester. These students comprised the unsuccessful group. The successful group were those students who earned sufficiently high scholastic records to continue at the University.

On the basis of statistical analysis of the data, Dye drew the following conclusions:

1. A combination of the student's high school class rank, transfer grade average, and University grade average earned before he was dropped showed the strongest relationship to the student's grade average one semester after readmission. High school class rank was the best single scholastic predictor of the student's grade average after readmission.
2. The activities of a student during the interim between the time he was dropped and the time he was readmitted have little, if any, effect on the student's success after readmission.
3. A student's educational goals as indicated by his college of enrollment were not related to his success after readmission but a student's expressed vocational goals were related to his success.
4. Successful students who changed vocational goals changed their goals for different reasons than unsuccessful students.

5. The reasons a student gave for the level of his scholastic achievement were not related to his success after readmission.

Lautz and Others (1970) looked at characteristics of successful students that were readmitted after academic suspension. The sample consisted of all academic failures readmitted to the General Studies Division (freshmen and sophomores) for a fall quarter at a midwestern university. The study was an investigation of the usefulness of fifty-six variables in predicting the academic performance of students readmitted following academic suspension. The variables included scores on the American College Test, Maudsley Personality Inventory, Cooperative English Test, and Survey of Study Habits and Attitudes. Other variables included eight educational history items, twenty biographical items, and students' opinions about the contribution of twelve factors to their previous academic failure. Academic performance (pass or fail) was the criterion measure in the re-entry quarter.

The most striking finding was the independence of general measures of achievement and success of the readmitted group of students. Success was unrelated to past academic achievement in high school or college and unrelated to amount of prior college experience. This is consistent with the findings of Pehlke and Sharp (1965) and Warman (1965), but not with the findings of Dole (1963), Hansmeier (1965), or Dye (1965).

Biographical factors which significantly differentiated successful and unsuccessful students were generally related to a factor the investigators labeled "incentive."

The following statistically significant differences were found for the successful students:

Total Sample

1. Better study methods as measured by the SSHA.
2. More likely to be fourth or later born, less likely to be second or third born.
3. More likely to report dissatisfaction with instructors or teaching methods, dissatisfaction with academic advisement, or too many personal problems as important reasons for past failure.
4. Did not loaf since last in school.
5. More likely to have concerns about finances.

Males

1. More likely to be married or a veteran.
2. Higher ACT Mathematics score.
3. Lower Maudsley Extraversion score.
4. Better overall study habits and attitudes as measured by the SSHA.

Females

1. Higher SSHA Work Methods score.
2. Higher CET Vocabulary score.
3. Less likely to show no concern about financing a college education.

Bush (1970) compared first semester freshman students who were academically unsuccessful and were reinstated with first semester students who had successfully met the academic regulation of a 1.79 GPA at Washington State University. Students were compared on academic variables, demographic variables, and socioeconomic variables. Data on academic variables was obtained from the Washington Pre-College Test. Data on demographic and socioeconomic variables was obtained from questionnaires completed by both groups of students.

Bush found no significant differences between reinstated and nonreinstated students on demographic or socioeconomic variables. He found a significant difference for all of the academic variables of the Washington Pre-College Test, except reading speed. .

Bush presented the following conclusions:

1. The student's age at matriculation, years of formal education obtained by the student's father and mother, and total family income do not appear to be factors in academic status.
2. There was no significant difference between the size of high school, as reflected in the size of graduating class, for reinstated and nonreinstated students.
3. There was no significant difference between the socioeconomic status rating of father's occupation, student occupational aspiration, or student occupational expectation of reinstated and nonreinstated students.
4. There was no reliable relation between the census classification of father's occupation, student occupational aspiration, or student occupational expectation of reinstated and nonreinstated students.

5. There was a significant difference between reinstated and nonreinstated students on the following academic variables of the Washington Pre-College Test: Cumulative high school average, all-college prediction score, vocabulary, english usage, spelling, reading, comprehension, applied mathematics, mathematics achievement, spatial ability, mechanical reasoning, quantitative skills, and verbal composite. However, there is no significant difference between the Washington Pre-College Test Program subtest score of reading speed and academic status.

Johnson (1970) compared the relative effectiveness of group and individual counseling procedures in promoting changes in achievement and intellectual self-perception in academic probation students.

Of the total sample of probationary students, half participated in group counseling and half participated in individual counseling. Group counseling was provided in four separate subgroups. Two of the subgroups met ninety minutes a week for eight weeks. The two remaining subgroups met for six hours a day on two consecutive Saturdays. The individual counseling sessions consisted of one meeting ranging from twelve to twenty-five minutes.

Johnson found no significant differences between group and individual counseling, as measured by achievement (changes in GPA) and intellectual self-concept of probationary students. His findings also showed no significant differences between the two methods of group counseling.

Although there were no significant differences between the experimental groups, the findings did show improvement in both GPA and intellectual self-concept in the hypothesized direction. Johnson, therefore, reached the conclusion that probationary students benefit in GPA and intellectual self-concept gain from both individual and group counseling.

A number of studies have been conducted to look at students that have been academically dismissed at one institution and apply for admission at a school that practices open admission and has a policy of accepting students who are on academic suspension. (Meadows and Ingle-1968, Carter and Schultz-1971, Kintzer-1966, Winstead-1966)

McCandless and Pope state,

Most often the type of college that will accept students who have been placed on academic suspension at another institution is a junior or community college which, because of its special characteristics, may afford the student the first real chance he has had to become academically successful. (1974)

Most studies report successful academic experiences with reverse transfer students. Meadows and Ingle (1968) found that some of the most able students in community colleges have previously experienced academic problems at another institution of higher education. They reached the conclusion that ". . .the student who has experienced failure at one college is not necessarily destined to failure at another."

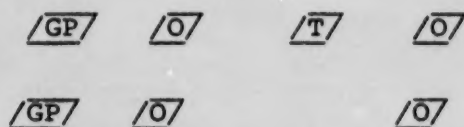
Carter and Schultz (1971) found that three out of four students in their study were successful when given a second chance. They concluded that, "admissions policies are warranted which permit the entry into community colleges of students who have experienced academic difficulty at senior colleges and universities."

PROCEDURES

This study assessed the effects of the reinstatement process on academically suspended students at Green River Community College (GRCC). The procedures used in accomplishing the study are presented in this chapter.

Study Design

A Pre-Post Group Design was used for this study. The following diagram illustrates this study design.



This design provided information regarding two categories of post-treatment behavior:

1. Behavior immediately or shortly after treatment.
2. Comparison of post-treatment behavior between different treatment groups.

The study design provided information regarding pre-treatment behavior in the following areas:

1. Behavior immediately before or shortly before treatment.
2. A comparison of pre-treatment behavior between different groups of subjects.
3. A comparison of the differences between pre-treatment and post-treatment behavior between different groups of students.

The Pre-Post Group Design answered questions regarding threats to internal validity.

The Pre-Post Group Design did not answer questions relating to experiment error or relationships of the treatment. It also did not provide any information regarding long-term effects after treatment of the subjects.

Sampling Techniques

The Experimental Group was selected from those students placed on academic suspension fall quarter, 1975, in accordance with the GRCC Scholastic Regulations (Appendix A). The Experimental Group was an intact group that consisted of those suspended students that applied for reinstatement and were reinstated for winter and spring quarters of 1976. The Experimental Group consisted of twenty-three subjects.

The Control Group was selected from those students that would have been placed on academic suspension fall quarter, 1976, had there not been a computer problem of retrieving the student names. The Control Group was an intact group that consisted of those students that reinstated themselves by enrolling winter and/or spring quarters of 1977. The Control Group consisted of twenty-one subjects.

Data Collection Process

A list of those students placed on academic suspension fall quarter, 1975, was obtained from the office of the GRCC Registrar. A copy of the GRCC transcript for each student on the academic suspension list was made available to the investigator by the office of the GRCC Registrar.

The Experimental Group was those academically suspended students that had the word "Reinstated" stamped on their transcript after the fall quarter, 1975, suspension.

A list of those students that would have been placed on academic suspension fall quarter, 1976, had there not been a computer problem of retrieving the students names at that time, was obtained from the office of the GRCC Registrar. A copy of the GRCC transcript for each student on this list was made available to the investigator by the office of the GRCC Registrar.

The Control Group was those students from the academic suspension list, fall quarter, 1976, that enrolled and attended winter and/or spring quarter(s), 1977, as indicated on the student transcript.

Study data collected from the transcripts was in regards to the following categories for both Experimental and Control Groups:

1. Fall quarter classes attempted.
2. Fall quarter credits attempted.
3. Fall quarter credits earned.
4. Fall quarter grades NC-W.
5. Fall quarter GPA.
6. Winter-spring quarters classes attempted.
7. Winter-spring quarter credits attempted.
8. Winter-spring quarters credits earned.
9. Winter-spring quarters grades NC-W.
10. Winter-spring quarters GPA.
11. Persistence of students winter and/or spring quarters.

Analysis of Data

To analyze persistence of students winter and/or spring quarters of the Experimental and Control Groups, percentages were computed and displayed in tables.

The Experimental Group and the Control Group were tested for pre-treatment homogeneity in regards to:

1. Classes attempted.
2. Credits attempted.
3. Credits earned.
4. Grades NC-W.
5. GPA.

This was demonstrated by computing t scores to determine the significance of the difference in fall quarter means of the five listed categories.

The following five hypotheses were tested using a t test of the significance of the difference between two means for independent samples:

1. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in the number of classes attempted winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.
2. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in the number of credits attempted winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.
3. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement

process will show a significant difference in the number of credits earned winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.

4. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in the number of grades NC-W winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.
5. Students being notified of academic suspension, applying for reinstatement, and participating in the reinstatement process will show a significant difference in GPA winter and spring quarters over students not being notified of academic suspension and not participating in the reinstatement process.

Limitations

There were several limitations inherent to this study.

This study was limited to those Green River Community College students on academic suspension fall quarters, 1975 and 1976.

It is recognized that there are many reasons why students do not succeed academically resulting in suspension. No attempt was made to determine why students academically suspended did not succeed.

It is further recognized that a reinstatement conference may have an effect on the students' feelings about themselves, about school, about life, etc. No attempt was made to study these categories.

It is recognized that subjective data may be available from committee members and students who have experienced the reinstatement process. No attempt was made to collect or study this subjective data.

The study was limited to persistence, classes attempted, credits attempted, credits earned, grades NC-W, and GPA.

No attempt was made to provide information regarding long-term effects after treatment of the subjects.

Definition of Terms

The following terms were used throughout the study and need to be defined to ensure clarity.

GPA - Grade Point Average. GPA is computed on the basis of:

- A - 4 points
- B - 3 points
- C - 2 points
- D - 1 point

All other possible grades at GRCC do not affect GPA due to the institution philosophy that the permanent record of the student should show his/her achievement. Therefore, it is impossible for a student to have a GPA below 1.0 at GRCC.

Grade "NC" - (Non-Credit) Indicates that the student did not successfully complete the class. "NC" does not affect GPA.

Grade "W" - (Official Withdrawal) Indicates the student initiated an official withdrawal from class. A "W" is posted to the permanent record after the third week.

(Un-Official Withdrawal) Indicates the student stopped attending class without initiating an official withdrawal. "W" does not affect GPA.

Regular Student - A student who has completed admissions to Green River Community College and is enrolled in a degree or certificated program in either the day or evening program.

Reinstatement Process - A student who is suspended is notified by letter (Appendix B) of this suspension. If he/she wishes to continue his/her education at Green River Community College, he/she must apply for reinstatement by completing the GRCC Application for Reinstatement (Appendix C). The student must then meet with a subcommittee of the Reinstatement Committee. He/she must gain the approval of the subcommittee to continue as a student at GRCC. At this meeting, the conditions that will allow the student to continue his/her education at GRCC will be determined.

Special Student - Any student who is registered and attending classes who has not submitted the State of Washington Uniform Community College Admission form and payment of the \$10.00 records fee.

Subject to Review - A student who is placed on "Subject to Review" status is not making normal progress toward the completion of his/her education goal. "Subject to Review" means that the student should review his/her academic progress in respect to the scholastic regulations. The student is notified of "Subject to Review" by letter (Appendix D).

Suspension - A student who is placed on "Subject to Review" status two successive quarters is placed on "Suspension" status and therefore, must be reinstated by the Reinstatement Committee before continuing his/her education at Green River Community College. The student is notified of "Suspension" by letter (Appendix B).

RESULTS

The statistical results of the Experimental Group is found in Appendix E. The statistical results of the Control Group is found in Appendix F.

Table 1 presents data regarding the composition and persistence of the Experimental Group (suspended fall quarter, 1975).

TABLE 1
EXPERIMENTAL GROUP
COMPOSITION AND PERSISTENCE

CLASSIFICATION	N	% OF SUSPENDED	% OF REINSTATED
Suspended	60	100%	
Reinstated by Policy	23	38.3%	100%
Persisted Winter Quarter	17	28.3%	74.0%
Persisted Spring Quarter	13	21.7%	56.5%
Persisted Both Winter and Spring Quarters	12	20.0%	52.2%
Persisted Winter Quarter Only	6	10.0%	26.1%
Persisted Spring Quarter Only	2	3.3%	8.7%
Did Not Persist Winter or Spring Quarters	3	5.0%	13.0%

Table 1 shows that a minority (38%) of the students suspended fall quarter, 1975, applied for the were reinstated for winter and spring quarters.

Seventy-four percent (74%) of those students reinstated persisted winter quarter, while fifty-six percent (56%) persisted spring quarter. Fifty-two percent (52.2%) of the reinstated students persisted both winter and spring quarters. Twenty-six percent (26.1%) of those reinstated students persisted winter quarter only, while nine percent (8.7%) persisted spring quarter only. Three students (13%) applied for reinstatement and were reinstated, but did not attend either winter or spring quarters.

Table 2 presents data regarding the composition and persistence of the Control Group (fall quarter, 1976).

Table 2 shows that half (50%) of those students that would normally have been suspended fall quarter, 1976, reinstated themselves by enrolling and attending winter and/or spring quarters.

Ninety-five percent (95.2%) of those students that reinstated themselves persisted winter quarter, while fifty-seven percent (57.1%) persisted spring quarter. Fifty-two percent (52.4%) persisted both winter and spring quarters. Forty-three percent (42.9%) of the Control Group persisted winter quarter only, while five percent (4.8%) persisted spring quarter only.

TABLE 2
CONTROL GROUP
COMPOSITION AND PERSISTENCE

CLASSIFICATION	N	% OF SUSPENDED	% OF REINSTATED
Suspended	42	100%	
Reinstated Themselves By Enrolling Winter and/or Spring Quarters	21	50.0%	100%
Persisted Winter Quarter	20	47.6%	95.2%
Persisted Spring Quarter	12	28.6%	57.1%
Persisted Both Winter and Spring Quarters	11	26.2%	52.4%
Persisted Winter Quarter Only	9	21.4%	42.9%
Persisted Spring Quarter Only	1	2.4%	4.8%

Table 3 presents a comparison of the Experimental and Control Group Composition.

TABLE 3
COMPARISON OF EXPERIMENTAL/CONTROL
GROUP COMPOSITION

CLASSIFICATION	EXPERIMENTAL		CONTROL	
	N	%	N	%
Suspended	60	100%	42	100%
Reinstated	23	38.3%	21	50.0%

Table 3 shows that of the sixty students suspended fall quarter, 1975, twenty-three (38.3%) applied for reinstatement and were reinstated (Experimental Group). This is compared with the forty-two students that would normally have been suspended fall quarter, 1976. Twenty-one of these students (50%) reinstated themselves by enrolling and attending winter and/or spring quarters (Control Group).

To test the significance of the difference between two means for independent samples, the data for the two samples must be combined to obtain the best unbiased estimate of the population variance. According to Ferguson (1966) the estimate is best obtained by using the computational formula:

$$S^2 = \frac{N_1 \Sigma X^2 - (N_1 \Sigma X)^2 / N_1 + N_2 \Sigma X^2 - (N_2 \Sigma X)^2 / N_2}{N_1 + N_2 - 2}$$

To test the significance of the standard error a t test of the difference between means was computed using the computational formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S^2 / N_1 + S^2 / N_2}}$$

To compare the difference between the pre-treatment mean classes attempted fall quarter of the Experimental Group and the pre-treatment mean classes attempted fall quarter of the Control Group Tables 4 and 5 were prepared.

TABLE 4

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
PRE-TREATMENT MEAN CLASSES ATTEMPTED
FALL QUARTER

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
419	87	23	3.78	260	68	3.24	21
$S^2 = \frac{419 - (87)^2/23 + 260 - (68)^2/21}{23 + 21 - 2}$							
$S^2 = 3.089$							

Null Hypothesis:
(H_{01})

There is no significant difference between the pre-treatment mean classes attempted fall quarter of the Experimental Group and the pre-treatment mean classes attempted fall quarter of the Control Group at the .10 level of confidence.
 $H_{01} : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
(H_{a1})

There is a significant difference between the pre-treatment mean classes attempted fall quarter of the Experimental Group and the pre-treatment mean classes attempted fall quarter of the Control Group at the .10 level of confidence.
 $H_{a1} : \bar{X}_1 \neq \bar{X}_2$

Criterion for
Decision:

Reject H_{01} and accept H_{a1}
if t is $> \pm 1.68$.

TABLE 5

DATA FOR t TEST OF SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 PRE-TREATMENT MEAN CLASSES
 ATTEMPTED FALL QUARTER

$$t = \frac{3.78 - 3.24}{\sqrt{3.089/23 + 3.089/21}}$$

$$t = 1.02^* \quad \text{Reject } H_0 \text{ and accept } H_1.$$

*Not significant at .10 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the pre-treatment mean classes attempted fall quarter of the Experimental Group and the pre-treatment mean classes attempted fall quarter of the Control Group at the .10 level of confidence. Therefore, the Experimental Group and the Control Group were homogeneous in regards to mean classes attempted fall quarter.

To compare the difference between the pre-treatment mean credits attempted fall quarter of the Experimental Group and pre-treatment mean credits attempted fall quarter of the Control Group Tables 6 and 7 were prepared.

TABLE 6

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
 PRE-TREATMENT MEAN CREDITS
 ATTEMPTED FALL QUARTER

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
4524	316	23	13.74	3811	271	21	12.9
$S^2 = \frac{4524 - (316)^2/23 + 3811 - (271)^2/21}{23 - 21 - 2}$							
$S^2 = 11.015$							

Null Hypothesis:
 (H_0)

There is no significant difference between the pre-treatment mean credits attempted fall quarter of the Experimental Group and the pre-treatment mean credits attempted fall quarter of the Control Group at the .10 level of confidence.
 $H_0 : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
 (H_a)

There is a significant difference between the pre-treatment mean credits attempted fall quarter of the Experimental Group and the pre-treatment mean credits attempted fall quarter of the Control Group at the .10 level of confidence.
 $H_a : \bar{X}_1 \neq \bar{X}_2$

Criterion for
 Decision:

Reject H_0 and accept H_a
 if t is $> +1.68$.

TABLE 7

DATA FOR t TEST OF SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 PRE-TREATMENT MEAN CREDITS
 ATTEMPTED FALL QUARTER

$$t = \frac{13.74 - 12.9}{\sqrt{11.815/23 + 11.815/21}}$$

$$t = .810^* \quad \text{Reject } H_{a2} \text{ and accept } H_{o2}.$$

*Not significant at .10 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the pre-treatment mean credits attempted fall quarter of the Experimental Group and the pre-treatment mean credits attempted fall quarter of the Control Group at the .10 level of confidence. Therefore, the Experimental Group and the Control Group were homogeneous in regards to mean credits attempted fall quarter.

To compare the difference between the pre-treatment mean credits earned fall quarter of the Experimental Group and the pre-treatment mean credits earned fall quarter of the Control Group Tables 8 and 9 were prepared.

TABLE 8

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
 PRE-TREATMENT MEAN CREDITS
 EARNED FALL QUARTER

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
1485	137	23	5.96	948	100	21	4.76
$S^2 = \frac{1485 - (137)^2/23 + 948 - (100)^2/21}{23 + 21 - 2}$							
$S^2 = 23.399$							

Null Hypothesis:
 (H_0)

There is no significant difference between the pre-treatment mean credits earned fall quarter of the Experimental Group and the pre-treatment mean credits earned fall quarter of the Control Group at the .10 level of confidence.
 $H_0 : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
 (H_a)

There is a significant difference between the pre-treatment mean credits earned fall quarter of the Experimental Group and the pre-treatment mean credits earned fall quarter of the Control Group at the .10 level of confidence.
 $H_a : \bar{X}_1 \neq \bar{X}_2$

Criterion for
 Decision:

Reject H_0 , and accept H_a ,
 if t is $> + 1.68$.

TABLE 9

DATA FOR t TEST OF SIGNIFICANCE OF S²
 FOR EXPERIMENTAL (N₁)/CONTROL (N₂)
 PRE-TREATMENT MEAN CREDITS
 EARNED FALL QUARTER

$$t = \frac{5.96 - 4.76}{\sqrt{23.399/23 + 23.399/21}}$$

$$t = .822^* \quad \text{Reject } H_a, \text{ and accept } H_o,.$$

*Not significant at .10 level of confidence.

Since the computed value of t was not greater than the critical value of t, the null hypothesis was accepted. There was no significant difference between the pre-treatment mean credits earned fall quarter of the Experimental Group and the pre-treatment mean credits earned fall quarter of the Control Group at the .10 level of confidence. Therefore, the Experimental Group and the Control Group were homogeneous in regards to mean credits earned fall quarter.

To compare the difference between the pre-treatment mean grades NC-W fall quarter of the Experimental Group and the pre-treatment mean grades NC-W fall quarter of the Control Group Tables 10 and 11 were prepared.

TABLE 10

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
 PRE-TREATMENT MEAN GRADES
 NC-W FALL QUARTER

$N_1 \sum X^2$	$N_1 \sum X$	N_1	$\bar{X}_1$	$N_2 \sum X^2$	$N_2 \sum X$	N_2	$\bar{X}_2$
124	46	23	2.00	112	42	21	2.00
$S^2 = \frac{124 - 46^2/23 + 112 - 42^2/21}{23 + 21 - 2}$							
$S^2 = 1.429$							

Null Hypothesis:
 (H_{0_1})

There is no significant difference between the pre-treatment mean grades NC-W fall quarter of the Experimental Group and the pre-treatment mean grades NC-W fall quarter of the Control Group at the .10 level of confidence.

$$H_{0_1} : \bar{X}_1 = \bar{X}_2$$

Alternate Hypothesis:
 (H_{a_1})

There is a significant difference between the pre-treatment mean grades NC-W fall quarter of the Experimental Group and the pre-treatment mean grades NC-W fall quarter of the Control Group at the .10 level of confidence.

$$H_{a_1} : \bar{X}_1 \neq \bar{X}_2$$

Criterion for
 Decision:

Reject H_{0_1} and accept H_{a_1} if
 t is $> \pm 1.68$.

TABLE 11

DATA FOR t TEST OF SIGNIFICANCE OF S²
 FOR EXPERIMENTAL (N₁)/CONTROL (N₂)
 PRE-TREATMENT MEAN GRADES
 NC-W FALL QUARTER

$$t = \frac{2.00 - 2.00}{\sqrt{1.429/23 + 1.429/21}}$$

$$t = 0.00* \quad \text{Reject } H_0 \text{ and accept } H_0.$$

*Not significant at .10 level of confidence.

Since the computed value of t was not greater than the critical value of t, the null hypothesis was accepted. There was no significant difference between the pre-treatment mean grades NC-W fall quarter of the Experimental Group and the pre-treatment mean grades NC-W fall quarter of the Control Group at the .10 level of confidence. Therefore, the Experimental Group and the Control Group were homogeneous in regards to mean grades NC-W fall quarter.

To compare the difference between the pre-treatment mean GPA fall quarter of the Experimental Group and the pre-treatment mean GPA fall quarter of the Control Group Tables 12 and 13 were prepared.

TABLE 12

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
PRE-TREATMENT MEAN GPA FALL QUARTER

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
66.29	28.12	23	1.22	96.98	32.14	21	1.53

$$S^2 = \frac{66.29 - 28.12^2/23 + 96.98 - 32.14^2/21}{23 + 21 - 2}$$

$$S^2 = 1.90$$

Null Hypothesis:
(H_0)

There is no significant difference between the pre-treatment mean GPA fall quarter of the Experimental Group and the pre-treatment mean GPA fall quarter of the Control Group at the .10 level of confidence.
 $H_0 : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
(H_a)

There is a significant difference between the pre-treatment mean GPA fall quarter of the Experimental Group and the pre-treatment mean GPA fall quarter of the Control Group at the .10 level of Confidence.
 $H_a : \bar{X}_1 \neq \bar{X}_2$

Criterion for
Decision:

Reject H_0 , and accept H_a ,
if t is $> \pm 1.68$.

TABLE 13

DATA FOR t TEST OF SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 PRE-TREATMENT MEAN GPA
 FALL QUARTER

$$t = \frac{1.22 - 1.53}{\sqrt{1.9/23 + 1.9/21}}$$

$$t = -.745^* \quad \text{Reject } H_a, \text{ and accept } H_o.$$

* Not significant at .10 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the pre-treatment mean GPA fall quarter of the Experimental Group and the pre-treatment mean GPA fall quarter of the Control Group at the .10 level of confidence. Therefore, the Experimental Group and the Control Group were homogeneous in regards to mean GPA fall quarter.

To compare the difference between the post-treatment mean classes attempted winter and spring quarters of the Experimental Group and the post-treatment mean classes attempted winter and spring quarters of the Control Group Tables 14 and 15 were prepared.

TABLE 14

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN CLASSES
 ATTEMPTED WINTER AND
 SPRING QUARTERS

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
582	98	20	4.9	835	115	21	5.48
$S^2 = \frac{582 - 98^2/20 + 835 - 115^2/21}{20 + 21 - 2}$							
$S^2 = 7.873$							

Null Hypothesis:
 (H_0)

There is no significant difference between the post-treatment mean classes attempted winter and spring quarters of the Experimental Group and the post-treatment mean classes attempted winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_0 : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
 (H_a)

There is a significant difference between the post-treatment mean classes attempted winter and spring quarters of the Experimental Group and the post-treatment mean classes attempted winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_a : \bar{X}_1 \neq \bar{X}_2$

Criterion for
 Decision:

Reject H_0 and accept H_a
 if t is $> + 2.71$.

TABLE 15

DATA FOR t TEST OF SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN CLASSES
 ATTEMPTED WINTER AND
 SPRING QUARTERS

$$t = \frac{4.9 - 5.48}{\sqrt{7.873/20 + 7.873/21}}$$

$$t = -.662^* \quad \text{Reject } H_{a_0} \text{ and accept } H_{o_0}.$$

*Not significant at .01 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the post-treatment mean classes attempted winter and spring quarters of the Experimental Group and the post-treatment mean classes attempted winter and spring quarters of the Control Group at the .01 level of confidence.

To compare the difference between the post-treatment mean credits attempted winter and spring quarters of the Experimental Group and the post-treatment mean credits attempted winter and spring quarters of the Control Group Tables 16 and 17 were prepared.

TABLE 16

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN CREDITS ATTEMPTED
 WINTER AND SPRING QUARTERS

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
8945	395	20	19.75	10,500	430	21	20.48
$S^2 = \frac{8945 - 395^2/20 + 10,500 - 430^2/21}{20 + 21 - 2}$							
$S^2 = 72.795$							

Null Hypothesis:
 (H_0)

There is no significant difference between the post-treatment mean credits attempted winter and spring quarters of the Experimental Group and the post-treatment mean credits attempted winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_0 : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
 (H_a)

There is a significant difference between the post-treatment mean credits attempted winter and spring quarters of the Experimental Group and the post-treatment mean credits attempted winter and spring quarters of the Control Group at the .01 level of Confidence.
 $H_a : \bar{X}_1 \neq \bar{X}_2$

Criterion for
 Decision:

Reject H_0 , and accept H_a ,
 if t is $> + 2.71$.

TABLE 17

DATA FOR t TEST FOR SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN CREDITS
 ATTEMPTED WINTER AND
 SPRING QUARTERS

$$t = \frac{19.75 - 20.48}{\sqrt{72.795/20 + 72.795/21}}$$

$$t = -.24^* \quad \text{Reject } H_{a7} \text{ and accept } H_{o7}.$$

*Not significant at .01 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the post-treatment mean credits attempted winter and spring quarters of the Experimental Group and the post-treatment mean credits attempted winter and spring quarters of the Control Group at the .01 level of confidence.

To compare the difference between the post-treatment mean credits earned winter and spring quarters of the Experimental Group and the post-treatment mean credits earned winter and spring quarters of the Control Group Tables 18 and 19 were prepared.

TABLE 18

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN CREDITS EARNED
 WINTER AND SPRING QUARTERS

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
5951	279	20	13.95	4386	234	21	11.14
$S^2 = \frac{5951 - 279^2/20 + 4386 - 234^2/21}{20 + 21 - 2}$							
$S^2 = 98.398$							

Null Hypothesis:
 (H_0)

There is no significant difference between the post-treatment mean credits earned winter and spring quarters of the Experimental Group and the post-treatment mean credits earned winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_0 : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
 (H_a)

There is a significant difference between the post-treatment mean credits earned winter and spring quarters of the Experimental Group and the post-treatment mean credits earned winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_a : \bar{X}_1 \neq \bar{X}_2$

Criterion for
 Decision:

Reject H_0 and accept H_a
 if t is $> + 2.71$.

TABLE 19

DATA FOR t TEST OF SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN CREDITS EARNED
 WINTER AND SPRING QUARTERS

$$t = \frac{13.95 - 11.14}{\sqrt{98.398/20 + 98.398/21}}$$

$$t = .907* \quad \text{Reject } H_0 \text{ and accept } H_0.$$

*Not significant at the .01 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the post-treatment mean credits earned winter and spring quarters of the Experimental Group and the post-treatment mean credits earned winter and spring quarters of the Control Group at the .01 level of confidence.

To compare the difference between the post-treatment mean grades NC-W winter and spring quarters of the Experimental Group and the post-treatment mean grades NC-W winter and spring quarters of the Control Group Tables 20 and 21 were prepared.

TABLE 20

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN GRADES NC-W
 WINTER AND SPRING QUARTERS

$N_1 \Sigma X^2$	$N_1 \Sigma X$	N_1	$\bar{X}_1$	$N_2 \Sigma X^2$	$N_2 \Sigma X$	N_2	$\bar{X}_2$
78	28	20	1.4	99	39	21	1.86
$S^2 = \frac{78 - 28^2/20 + 99 - 39^2/21}{20 + 21 - 2}$							
$S^2 = 1.676$							

Null Hypothesis:
 (H_0)

There is no significant difference between the post-treatment mean grades NC-W winter and spring quarters of the Experimental Group and the post-treatment mean grades NC-W winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_0: \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
 (H_a)

There is a significant difference between the post-treatment mean grades NC-W winter and spring quarters of the Experimental Group and the post-treatment mean grades NC-W winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_a: \bar{X}_1 \neq \bar{X}_2$

Criterion for
 Decision:

Reject H_0 , and accept H_a ,
 if t is $> \pm 2.71$.

TABLE 21

DATA FOR t TEST OF SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN GRADES NC-W
 WINTER AND SPRING QUARTERS

$$t = \frac{1.4 - 1.86}{\sqrt{1.676/20 + 1.676/21}}$$

$$t = 1.13^* \quad \text{Reject } H_a, \text{ and accept } H_o.$$

*Not significant at the .01 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the post-treatment mean grades NC-W winter and spring quarters of the Experimental Group and the post-treatment mean grades NC-W winter and spring quarters of the Control Group at the .01 level of confidence.

To compare the difference between the post-treatment mean GPA winter and spring quarters of the Experimental Group and the post-treatment mean GPA winter and spring quarters of the Control Group Tables 22 and 23 were prepared.

TABLE 22

DATA FOR S^2 - EXPERIMENTAL (N_1)/CONTROL (N_2)
POST-TREATMENT MEAN GPA WINTER
AND SPRING QUARTERS

$N_1 \sum X^2$	$N_1 \sum X$	N_1	$\bar{X}_1$	$N_2 \sum X^2$	$N_2 \sum X$	N_2	$\bar{X}_2$
142.92	47.6	20	2.38	126.37	41.14	21	1.96
$S^2 = \frac{142.92 - 47.6^2/20 + 126.37 - 41.14^2/21}{20 + 21 - 2}$							
$S^2 = 1.93$							

Null Hypothesis:
(H_{010})

There is no significant difference between the post-treatment mean GPA winter and spring quarters of the Experimental Group and the post-treatment mean GPA winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_{010} : \bar{X}_1 = \bar{X}_2$

Alternate Hypothesis:
(H_{a10})

There is a significant difference between the post-treatment mean GPA winter and spring quarters of the Experimental Group and the post-treatment mean GPA winter and spring quarters of the Control Group at the .01 level of confidence.
 $H_{a10} : \bar{X}_1 \neq \bar{X}_2$

Criterion for
Decision:

Reject H_{010} and accept H_{a10}
if t is $> \pm 2.71$.

TABLE 23

DATA FOR t TEST OF SIGNIFICANCE OF S^2
 FOR EXPERIMENTAL (N_1)/CONTROL (N_2)
 POST-TREATMENT MEAN GPA WINTER
 AND SPRING QUARTERS

$$t = \frac{2.38 - 1.96}{\sqrt{1.93/20 + 1.93/21}}$$

$$t = .968^* \quad \text{Reject } H_{a,0} \text{ and accept } H_{o,0}.$$

*Not significant at .01 level of confidence.

Since the computed value of t was not greater than the critical value of t , the null hypothesis was accepted. There was no significant difference between the post-treatment mean GPA winter and spring quarters of the Experimental Group and the post-treatment mean GPA winter and spring quarters of the Control Group at the .01 level of confidence.

SUMMARY OF RESULTS

The persistence of students included in the Experimental Group is presented in Table 1. The persistence of students included in the Control Group is presented in Table 2. A percentage comparison of the persistence of those students notified of suspension, applying for reinstatement, and being reinstated with those students not being notified of suspension and reinstating themselves by enrolling and attending school is presented and examined in Table 3. Fifty percent (50%) of those students not being notified of suspension, reinstated themselves for winter and/or spring quarters. Thirty-eight percent (38%) of those students being notified of suspension applied for and were reinstated by means of the reinstatement process.

The Experimental Group and the Control Group were homogeneous at the beginning of the study in regards to classes attempted, credits attempted, credits earned, grades NC-W, and GPA as is demonstrated in Tables 4 through 13.

The post-treatment mean differences between the Experimental Group and the Control Group in regards to classes attempted, credits attempted, credits earned, grades NC-W, and GPA were examined and presented in Tables 14 through 23.

Tables 14 and 15 compared the post-treatment mean classes attempted of the Experimental Group with the post-treatment mean classes attempted of the Control Group. The data showed

that there was no significant difference in the means of the two groups after the Experimental Group participated in the formalized reinstatement process, while the Control Group did not participate in the formalized reinstatement process.

Tables 16 and 17 compared the post-treatment mean credits attempted of the Experimental Group with the post-treatment mean credits attempted of the Control Group. The data showed that there was no significant difference in the means of the two groups after the Experimental Group participated in the formalized reinstatement process, while the Control Group did not participate in the formalized reinstatement process.

Tables 18 and 19 compared the post-treatment mean credits earned of the Experimental Group with the post-treatment mean credits earned of the Control Group. The data showed that there was no significant difference in the means of the two groups after the Experimental Group participated in the formalized reinstatement process, while the Control Group did not participate in the formalized reinstatement process.

Tables 20 and 21 compared the post-treatment mean grades NC-W of the Experimental Group with the post-treatment mean grades NC-W of the Control Group. The data showed that there was no significant difference in the means of the two groups after the Experimental Group participated in the formalized reinstatement process, while the Control Group did not participate in the formalized reinstatement process.

Tables 22 and 23 compared the post-treatment mean GPA of the Experimental Group with the post-treatment mean GPA of the Control Group. The data showed that there was no significant difference in the means of the two groups after the Experimental Group participated in the formalized reinstatement process, while the Control Group did not participate in the formalized reinstatement process.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The results of the study presented evidence that did not support the general hypothesis that the reinstatement process caused a significant positive alteration in performance of reinstated students at GRCC as measured by persistence, classes attempted, credits attempted, credits earned, grades NC-W, and GPA.

The Experimental Group and the Control Group were homogeneous during their respective fall quarters in regards to classes attempted, credits attempted, credits earned, grades NC-W and GPA.

The post-treatment mean differences (winter and spring quarters) between the Experimental Group and the Control Group in regards to classes attempted, credits attempted, credits earned, grades NC-W, and GPA were examined using a *t* score for each area. The evidence showed that there was no significant difference in the post-treatment (winter and spring quarters) means of the Experimental Group and the Control Group for each area studied. This evidence indicated that students experiencing the formalized reinstatement process did not perform better in the areas studied during the following two quarters than did students that reinstated themselves by enrolling and attending the next two quarters and not experiencing the formalized reinstatement process.

These results are consistent with the findings of Farrell (1973), Dietz (1970), and Bissiri (1966) but not with the findings of Basonic (1975).

The evidence further showed that only thirty-eight percent (38%) of the students suspended and notified of this action by letter applied for and were reinstated by committee action, fall quarter, 1975. Because of the computer problem fall quarter, 1976, students were not notified of their suspension. Fifty percent (50%) of this group returned to school at GRCC for winter and/or spring quarters. This indicated that a letter informing students that they have been suspended and must apply for reinstatement tends to keep students from returning to school.

These results are consistent with the findings of Basonic (1975) although the percentage returning to school at GRCC was much higher than Basonic found at Harrisburg Area Community College (HACC) in both groups. Where only eighteen percent (18%) of HACC students notified of suspension returned to school, thirty-eight percent (38%) returned at GRCC. Of those students not notified of suspension, twenty-three percent (23%) returned to HACC, while fifty percent (50%) returned at GRCC.

The results of the study did not present objective data that would substantiate the need for or the value of the formalized reinstatement process at GRCC. The results did present evidence for the Reinstatement Committee's use in its assessment of the College scholastic regulations and the reinstatement policies, procedures, and process.

The results of the study were presented to the Reinstatement Committee at a regular committee meeting on November 9, 1978, by the investigator (Appendix G). After considerable discussion the scholastic regulations were modified by committee action (Appendix H). The new scholastic regulations in effect has eliminated the reinstatement committee and the formalized reinstatement process at GRCC.

Recommendations

It is recommended that the scholastic regulations be revised in such a way that students at GRCC having academic difficulty not be placed on probation or be suspended.

As Cross (1971) points out, "To change a failure threatened student into an achievement-oriented learner involves a fundamental change of attitudes." It is further recommended that a positive written communication be sent to students having academic difficulties providing information regarding the available college services that might help them achieve an attitude change that may result in academic success.

Cross (1971) further points out that students who have been unsuccessful will continue to be unsuccessful unless new ways are found to "recognize and develop the diversity of talent that exists in the rapidly expanding pool of candidates for post-secondary education." Cross continues ". . .students will be the losers if we concentrate on access (or reaccess) programs that merely assure the entrance

(or re-entrance) of students into traditional programs of education."

Green River Community College must find a way to help students experiencing academic difficulty examine their talents, their potential, and their interests without scaring them away from college.

It is therefore recommended that Green River Community College provide facilities and funds to develop and operate an "Academic Achievement Center." It is further recommended that the "Academic Achievement Center" present a positive, non-threatening atmosphere where students can examine their educational goals, their talents, their potential, and their interests.

It is recommended that the "Academic Achievement Center" staff personally contact students experiencing academic difficulties emphasizing the positive implications of the Center rather than the negative aspect of the lack of student academic success.

It is recommended that GRCC make a commitment toward providing the opportunity for a "failure threatened student" to become an "achievement-oriented student."

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APPENDIX A

APPENDIX A

GREEN RIVER COMMUNITY COLLEGE SCHOLASTIC REGULATIONS*

The purpose of the scholastic regulations is to assist students in achieving their educational goals. In an effort to aid students in evaluating these goals, a Reinstatement Committee has been formed. Students who are suspended must appear before a subcommittee of the Reinstatement Committee before continuing their education at Green River Community College.

A regular student attempting six credit hours or more or any special student attempting twelve credit hours or more shall be subject to the following scholastic regulations:

1. *A student who receives a non-credit or withdrawal grade or any combination thereof in two or more of the classes attempted shall be "subject to review" by the Reinstatement Committee the first quarter in which these conditions occur.
2. *A student who has accrued fewer than sixty credit hours and who has earned less than 1.5 quarterly or cumulative grade point average shall be "subject to review" by the Reinstatement Committee the first quarter in which these conditions occur.
3. *A student who has accrued sixty credit hours or more and who has earned less than a 1.8 quarterly or cumulative grade point average shall be "subject to review" by the Reinstatement Committee the first quarter in which these conditions occur.
4. *A student who is "subject to review" will be mailed a questionnaire regarding his/her academic progress. The student will meet with his/her advisor and complete the questionnaire. The advisor and the student must sign the questionnaire. The student will then take the questionnaire to the

Dean for Students' Office. The completed questionnaire will be placed in the student's file. If a student and his/her advisor find it impossible to meet, the student will be assigned a member of the Reinstatement Committee by the Dean for Students' Office.

5. *A student who is "subject to review" by the Reinstatement Committee two successive quarters will be placed on suspension status. Before continuing his/her education at Green River Community College, a student must be reinstated.
6. *A student who is suspended must be reinstated prior to the last day of the third week of the quarter for which he/she is seeking reinstatement. Students who are not reinstated will have their enrollment cancelled and fees refunded.

*All reinstatement procedures regarding subject to review, reinstatement, or suspension shall be processed through the office of the Dean for Students.

APPENDIX B

NOTIFICATION OF SUSPENSION STATUS



GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th ST. AUBURN, WASHINGTON 98002

December 23, 1975

Dear Student:

Your final grades for fall quarter show that you have failed to meet the minimum scholarship requirements set by the college (p. 10 in the 1975-76 college catalog). It will therefore be necessary for you to have the approval of a sub-committee of the Reinstatement Committee to continue as a student at Green River Community College. At this meeting the conditions that will allow you to continue your education at Green River will be determined. The purpose of the Reinstatement Committee, composed of faculty, administrators and students, is to assist you in achieving your educational goals at Green River Community College.

If you wish to enroll, or remain enrolled for winter quarter, please complete and bring or mail the enclosed Application for Reinstatement to Room 29, Holman Library Building, prior to December 31, 1975. Mrs. Holm, secretary to the Dean for Students, will schedule a meeting with a sub-committee for you on January 2, 1976.

If you have any questions, please contact Mrs. Holm at one of the following telephone numbers:

833-9111 -- local area
464-6133 -- Seattle toll free
924-0180 -- Tacoma toll free
ext. 251

Sincerely,

John C. Bush, Ed.D., Chairman
Reinstatement Committee

dh

Enclosure

APPENDIX C

APPENDIX C

GREEN RIVER COMMUNITY COLLEGE
APPLICATION FOR REINSTATEMENT

Date _____

(Last Name) _____ (First) _____ (Middle) _____ (Social Security #) _____ (Age) _____
petitions for permission to re-enroll for _____ and submits the
(Qtr./Year)
information and explanations entered on this form in support of his
application to the Reinstatement Sub-Committee.

Mailing Address _____

Telephone Number _____ From which school did you
graduate? _____ When? _____

List all colleges attended since above time, with dates. _____

Other college transcripts must be on file with the GRCC registrar.

Present area of interest. _____

Your GRCC advisor's name. _____

If you plan to change your area of major interest, what will be your
new area? _____

For how many hours are you presently enrolled or wish to enroll for? _____

Please list the classes. _____

Hours spent per week last quarter in social and campus activities. _____

Nature and hours of outside work, if employed, last quarter. _____

Do you plan to do outside work? _____ If so, have you a job? _____

Is this absolutely necessary? _____ Explain fully, giving name and
address of employer, nature and amount of work, and expected income.

How much money do you have available for your actual education expenses
this quarter? _____

Are you a recipient of financial aid of any type? _____ If so,
what is the source of your financial aid? _____

Are you a veteran? _____ Are you married? _____ Number of children
_____ If married, will your wife or husband be a student or employed?

Reasons for your low grades last quarter (state briefly and clearly).

Reasons for thinking you can prevent the recurrence of further low scholarship (state briefly and clearly).

Would you like a student to be a member of your reinstatement committee?

Yes _____ No _____

CONDITIONS FOR REINSTATEMENT

READ CAREFULLY

If reinstated, I accept the full responsibility for my scholarship and class attendance and agree if, at any time during or at the end of the enrollment period, I fail to meet the requirements of the Reinstatement Committee and the scholastic regulations of GRCC, my enrollment is subject to cancellation. Knowing I have the right to appeal, I agree to accept any decision and requirements of the committee.

I fully realize that unsatisfactory class attendance with unexcused absences shall be just cause for the cancellation of my enrollment.

I further agree to follow any special recommendations made by the Reinstatement Committee.

Signed _____

NOT TO BE FILLED IN BY STUDENT

Conditions:

Reinstated? Yes _____ No _____ No. of hours. _____ Other conditions _____

Limiting of work or activities. _____

Signed _____

Countersigned _____

Sub-Committee Members

APPENDIX D

APPENDIX D

NOTIFICATION OF SUBJECT TO REVIEW STATUS



GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th ST. AUBURN, WASHINGTON 98002

March 19, 1976

Dear Student:

Your grades for winter quarter have placed you on "subject to review" status. Enclosed is a brochure stating the general rules of this policy. Please review your winter quarter academic performance to ascertain the reasons for your present "subject to review" status.

This does not mean that you are suspended. It does mean that in accordance with the academic regulations (page 10 of the 1976-1977 college catalog), you are to complete the enclosed questionnaire and take it to your advisor for a signature; if you are self-advised, please contact Mrs. Holm, secretary to the Dean for Students. Then you are to take the questionnaire to the Dean for Student's office.

If you violate the academic regulations again spring quarter, you will be placed on suspended status. I encourage you to discuss any questions you may have with your advisor or telephone Mrs. Holm at:

833-9111 - local area
464-6133 - Seattle toll-free
924-0180 - Tacoma toll-free
ext. 251

Sincerely,

John C. Rush, Ed.D., Chairman
Reinstatement Committee

jm

APPENDIX E

APPENDIX E
STATISTICAL DATA - EXPERIMENTAL GROUP

EXPERIMENTAL GROUP F-1975 STUDENT	NUMBER	M	F	PERSISTED W SP	FALL CLASSES ATTEMPTED	FALL CREDITS ATTEMPTED	FALL CREDITS EARNED	FALL NC-W	FALL GPA	W-SP CLASSES ATTEMPTED	W-SP CREDITS ATTEMPTED	W-SP CREDITS EARNED	W-SP NC-W	W-SP GPA
J.A.	1		X	X NO	3	12	0	3	0.00	3	15	0	3	0.00
L.B.	2	X		X X	4	12	1	2	0.00	8	32	32	0	3.00
B.B.	3	X		X NO	5	17	11	2	1.5	5	10	2	3	4.00
V.B.	4	X		X X	3	9	0	3	0.00	5	15	9	1	2.30
S.B.	5	X		X X	1	15	15	0	1.00	4	22	22	0	2.09
M.C.	6	X		NO NO	3	15	0	3	0.00	--	--	--	--	--
J.C.	7	X		X X	3	15	5	2	2.00	6	28	28	0	3.07
K.D.	8	X		X X	3	11	6	1	1.00	6	25	17	2	2.00
D.D.	9	X		X X	4	14	6	2	0.00	8	26	14	4	2.00
J.H.	10	X		X NO	6	15	13	2	4.00	4	18	8	2	4.00
D.K.	11	X		NO X	4	16	0	4	0.00	2	10	10	0	3.00
D.M.	12	X		NO NO	4	12	3	3	2.00	--	--	--	--	--
D.M.	13	X		X X	6	16	10	2	2.78	8	34	34	0	2.4
E.O.	14	X		X NO	3	14	0	2	0.00	3	14	0	2	0.00
D.P.	15	X		X X	5	13	1	4	2.00	6	25	12	3	2.17
F.P.	16	X		NO X	2	8	8	0	1.75	2	6	6	0	2.17
W.R.	17	X		X NO	3	13	0	3	0.00	4	12	0	3	0.00
S.R.	18	X		X NO	3	19	13	2	2.00	1	14	14	0	2.00
R.S.	19	X		X X	3	13	0	3	0.00	5	18	11	2	4.00
T.V.	20	X		X X	1	14	14	0	1.00	2	26	26	0	2.5
G.W.	21	X		X X	4	10	10	0	3.00	8	20	20	0	2.9
R.W.	22	X		X X	3	13	8	1	1.38	8	25	14	3	4.0
Z.Z.	23	X		NO NO	11	20	13	2	2.71	--	--	--	--	--
S.D.					2.02	2.88	5.51	1.21	1.20	2.31	7.76	10.41	1.43	1.25
M					3.78	13.74	5.96	2.00	1.22	4.9	19.75	13.95	1.4	2.38
EX					87	316	137	46	28.12	98	395	279	28	47.6
EX ²					419	4524	1485	124	66.29	582	8945	5951	78	142.92

APPENDIX F

APPENDIX F

STATISTICAL DATA - CONTROL GROUP

CONTROL GROUP
FALL - 1976

STUDENT	NUMBER	M	F	PERSISTED W SP	FALL CLASSES ATTEMPTED	FALL CREDITS ATTEMPTED	FALL CREDITS EARNED	FALL NC-W	FALL GPA	W-SP CLASSES ATTEMPTED	W-SP CREDITS ATTEMPTED	W-SO CREDITS EARNED	W-SP NC-W	W-SP GPA
D.A.	1		X	X NO	3	15	5	2	3.00	5	19	8	3	2.00
J.B.	2	X		X NO	1	14	14	0	2.00	1	13	13	0	1.00
S.C.	3		X	X X	3	16	0	2	0.00	7	38	32	1	3.10
D.D.	4	X		NO X	5	17	3	4	4.00	3	14	9	1	3.44
D.F.	5		X	X NO	5	17	2	4	0.00	5	17	10	2	1.90
J.G.	6	X		X NO	2	6	6	0	1.50	2	6	0	1	0.00
J.H.	7	X		X X	2	2	7	0	0.00	8	30	15	3	4.00
S.H.	8		X	X X	3	11	0	3	0.00	6	33	23	2	4.00
P.H.	9		X	X X	5	14	11	2	3.55	8	28	13	3	4.00
T.H.	10		X	X X	2	8	0	2	0.00	8	21	12	2	2.50
D.H.	11	X		X NO	3	15	0	2	0.00	1	3	0	1	0.00
S.K.	12	X		X NO	3	10	2	2	4.00	4	12	0	4	0.00
D.L.	13	X		X X	2	10	0	2	0.00	13	31	11	3	4.00
T.L.	14		X	X X	3	18	3	2	3.00	8	25	16	2	2.50
W.M.	15	X		X NO	1	14	14	0	1.00	1	13	0	1	0.00
S.M.	16	X		X X	5	13	7	2	2.29	11	28	28	0	2.44
D.O.	17		X	X NO	3	15	0	3	0.00	3	13	0	3	0.00
P.S.	18	X		X NO	5	17	12	2	2.17	4	14	6	2	1.50
D.W.	19	X		X X	6	13	9	3	3.63	5	23	3	3	0.00
S.W.	20		X	X X	3	13	0	3	0.00	6	23	13	2	2.00
J.W.	21		X	X X	3	13	5	2	2.00	6	26	21	0	2.76

11 10

$\bar{M}$	3.24	12.9	4.76	2.00	1.53	5.48	20.48	11.14	1.86	1.96
ΣX	68	271	100	42	32.14	115	430	234	39	41.14
ΣX^2	260	3811	948	112	96.98	835	10,500	4386	99	126.37
S.D.	1.41	3.96	4.86	1.18	1.55	3.20	9.21	9.43	1.15	1.51

APPENDIX G

APPENDIX G

November 8, 1978

To: Reinstatement Committee
Dr. John Bush, Chairman

From: Bob Aubert

Re: Study of the Effects of the Reinstatement
Process on Students

As you know, I am currently working on a study of the effects the reinstatement process has had on students at GRCC. I am studying those students that were placed on suspension Fall quarter, 1975. I am also studying those students that would have been placed on suspension Fall quarter, 1976, had there not been a computer problem of retrieving the names.

The Experimental Group consists of those students that applied for and were granted reinstatement for Winter and Spring quarters of 1976. The Control Group consists of those students that reinstated themselves by enrolling Winter and Spring quarters, 1977.

The Experimental Group and the Control Group were homogeneous at the beginning of the study in regards to classes attempted, credits attempted, credits earned, grades NC-W, and GPA. This was demonstrated by computing t scores to determine the difference in means for each area. The data showed no significant differences in the Fall quarter means of the Experimental and Control Groups for each area.

The experimental treatment (reinstatement process) was applied to the Experimental Group between Fall and Winter quarters. The control treatment (no treatment) was applied to the Control Group between Fall and Winter quarters.

The post-treatment mean differences (Winter and Spring quarters) between the Experimental Group and the Control Group in regards to classes attempted, credits attempted, credits earned, grades NC-W, and GPA were examined using a t score for each area. The data showed no significant differences in the post-treatment (Winter and Spring quarters) means of the Experimental Group and the Control Group for each area studied. This would indicate that students going through the reinstatement process did no better in the areas studied during the following two quarters than did students that reinstated themselves by enrolling and attending the next two quarters.

It is further noted that only 38% of students suspended and notified of this action by letter applied for and were reinstated by committee action, Fall quarter, 1975. Because of the computer problem Fall quarter, 1976, students were not notified of the suspension. Fifty percent (50%) of this group returned to school for Winter and/or Spring quarters. This would indicate that a letter informing students that they have been suspended and must apply for reinstatement tends to keep students from returning to school.

APPENDIX H

APPENDIX H

REINSTATEMENT COMMITTEE MEETING MINUTES

St. Helen's Room 12:00 Noon

November 9, 1978

MEMBERS PRESENT:	John Bush	Steve Sauers
	Larry Locken	Phil Manson
	Paul Lewan	Dave Willson

MEMBERS ABSENT:	Joe Werner	Bert Bickel
	John Hanscom	Les Midge

GUEST: Bob Aubert

The Reinstatement Committee met to modify the scholastic regulations of the institution. The development of new scholastic regulations became necessary as the result of the changes in the grading system for the institution which began in the Summer of 1978 and the inability of the data processing consortium to provide the Reinstatement Committee with the desired information to maintain the present scholastic regulations.

Bob Aubert, a doctorate student with Nova University and physical education instructor at GRCC presented the results of his investigation into the effect of the reinstatement process on the academic achievement of students at GRCC. His report is attached.

After considerable discussion regarding the results of Bob's work and the ineffectiveness of the data processing consortium to provide the desired and accurate data necessary to conduct a reinstatement process it was moved and seconded that the scholastic regulations be modified to read:

The purpose of the scholastic regulations is to assist students in achieving their educational goals. Students who do not meet the following regulations will be informed of their status through written communication which is intended to provide them information regarding the services available to them and offer them assistance should they desire it. The determination of a students academic standing will take place during the summer quarter.

Any regular student who has been in attendance for two quarters or more during the previous academic year who has attempted six (6) credit hours or more or any special student who has been in attendance for two quarters or more during the previous academic year who has attempted twelve (12) credit hours or more shall be subject to the following scholastic regulations.

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November 9, 1978
Reinstatement Minutes

1. A student who completes one half or less of the credits attempted shall be subject to academic self review.
2. A student who has earned less than a 2.0 cumulative grade point average shall be subject to academic self review.
3. Students who are subject to academic self review will receive a letter offering them assistance in evaluating their educational goals and informing them of the available services for assistance.
4. Students transferring from another institution with a cumulative grade point average below 2.0 will enter "Subject to Academic Self Review" and will be governed by the same scholastic regulations as Green River Community College Students.

The motion was passed. The acceptance of this motion essentially has eliminated the Reinstatement Committee and the Reinstatement process.

The Reinstatement Committee has been a stable committee of dedicated faculty members, who in good times and bad, continued to perform their duties in a highly professional manner for the welfare of the students. The objective data demonstrated that the reinstatement process did not significantly alter the academic achievement of those reinstated, however, the subjective data, as reported by committee members and students alike, substantiate that the many hours of personal contact did make a positive difference in many students lives.

November 8, 1978

To: Reinstatement Committee
Dr. John Bush, Chairman

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